



Montana Office of Public Instruction
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www.opi.mt.gov/IndianEd

Model Lesson Plan

Social Studies High School

Topic 2 - Montana Tribal Governments

Stage 1 Desired Results

Established Goals:

Understand the structure of Montana tribal governments. (SS2: B2)

Understand the Indian Reorganization Act (IRA) of 1934 that provided for tribal self-governance, land, resource conservation, development and other reforms.

Understandings:

There are seven Indian Reservations in Montana: Crow Indian Reservation, Northern Cheyenne Indian Reservation, Fort Peck Indian Reservation, Fort Belknap Indian Reservation, Rocky Boy's Indian Reservation, Blackfeet Indian Reservation, and the Flathead Indian Reservation (quick review)

There are 12 Indian tribes in Montana Crow, Northern Cheyenne, Dakota, Assiniboine, Gros Ventre, Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Orielle, Little Shell Chippewa (quick review)

Essential Questions:

What elements do Montana tribal governments have in common?

What are the basic elements of contemporary tribal governments near your school?

How are tribal governments different from state and federal governments?

How does sovereignty make Indians distinct from all other minorities in the U.S. and Canada?

Students will be able to...

Apply criteria to compare and contrast MT tribal governments.

Apply criteria to compare and contrast MT tribal government with MT state government and the U. S. government (rights, responsibilities, limitations).

Demonstrate a working knowledge of the differences and similarities between tribal, state, and federal constitutions.

Students will know...

The basic structures of tribal governments in Montana.

The differences and similarities between tribal, state, and federal governments.

The ways in which tribal governments impact them.

Stage 2 Assessment Evidence

Performance Tasks:

Student knows the criteria to compare and contrast tribal governments, and can apply the criteria to complete a chart of contrasts and comparisons.

Each student will demonstrate required knowledge about tribal governments through their research, presentation and discussion.



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Stage 3 Learning Plan

Learning Activities:

TEACHER NOTES

This lesson will take approximately 4 class periods: 2 days for research and 1 day for writing and 1 day for reporting out. Divide the class into 9 groups. Assign each group one of the 7 Montana tribal, State of Montana, and Federal constitutions. Refer to handout 4B from *Close Up* materials for guidance – Tribal Govt. Structure

Instructions

1. Complete lessons 6 and 7 from the *Building Bridges* curriculum. This should take one class period.

Tribal Government Structure (handout adapted from *Close-up American Indian Citizenship in Balance Curriculum*)

Analyze a tribal constitution by answering the questions below. Write out your answers on a separate sheet of paper.

The Preamble

A preamble reflects the hopes and aspirations of the group. Summarize the tribal preamble in two or three sentences.

Articles

The framework and powers of tribal governments are outlined in several articles or sections. There are separate articles for each branch, or governing body. Articles spell out the structure of each branch and the qualifications, method of selection, length of term, and duties of officials in each branch.

The Executive Article

How is the executive power structured?

What are the qualifications for the office of the executive (i.e. the president or chairperson)?

What is the method of selection?

What is the length of the term of office?

What are the duties of the official(s)?

The Legislative Article

How is the legislative power structured?

What are the qualifications for office in the legislature (i.e. the tribal council)?

What is the method of selection?

What is the length of the term of office? What are the duties of the officials?

The Judicial Article

How is the judicial power structured?

What are the qualifications for office in the judiciary (i.e. tribal judge)?

What is the method of selection?

What is the length of term in office? What are the duties of the official(s)?

Bill of Rights

A bill of rights lists the fundamental rights and liberties of a citizen of the tribe. Is there a bill of rights in the tribal constitution you are researching? If so, list those rights afforded to the tribe as stated in the constitution.

Membership

Tribes can determine the qualifications for membership in the tribe. Does the constitution include a section on the qualifications of a tribal member? If so, complete the following questions:

What are the qualifications for membership in the tribe?

Who can vote in tribal elections?

Additional Issues

Many tribes address other issues in their constitution and bylaws, such as elections, education or economic development. Does the constitution you are researching have additional articles? Briefly summarize them.

When was the constitution adopted?

Do you think the tribal nation you are studying has an equal balance of powers? Why?

Materials Needed:

1. *A History and Foundation of American Indian Policy* (pages 28-34)
<http://www.opi.mt.gov/indianed/recommcurr.html>
2. Names of Reservations, names of the 12 MT Indian tribes as identified in ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS: Essential Understanding # 1 (2005).
<http://www.opi.mt.gov/indianed/teachers.html>
3. Links to each tribal government.
<http://www.mt.gov/govt/tribal.asp>
4. Links to each tribal constitution:

Crow	http://www.crownations.net/constitution.htm
Rocky Boy's	http://thorpe.ou.edu/IRA/creecons.html
Blackfeet	http://thorpe.ou.edu/constitution/blackfeet/bfcontOC.html
Northern Cheyenne	http://thorpe.ou.edu/IRA/ncheycons.html
Flathead	http://www.cskt.org/documents/gov/cskt_constitution.pdf
Fort Belknap	http://thorpe.ou.edu/IRA/ftbelcons.html
Fort Peck	http://www.fortpecktribes.org/pdf/fpt_constitution_bylaws.pdf
Little Shell	http://www.littleshelltribe.com/1stconstitution.shtml